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ABSTRACT

In the past 50 years many political organizations have attempted to seek redress from repressive governments. Many have used methods considered to be terrorism. The United Nations (UN) is interested in establishing a set of guidelines dealing with the prevention of terrorism. This unit focuses on several questions that attempt to define terrorism. Students will research a historical or current political organization that has attempted to affect a tremendous change, label the political organization either terrorist or freedom fighter based on its goals and actions, and develop both a definition of terrorism and a policy for dealing with terrorists without violating human rights as established in the UN Declaration of 1948. Students are provided with background information, detailed instructions, online resources, and reflection questions. The teacher's notes describe the unit's purpose, explain its correlation to history/social science standards, and suggest day-by-day teaching strategies. (BT)

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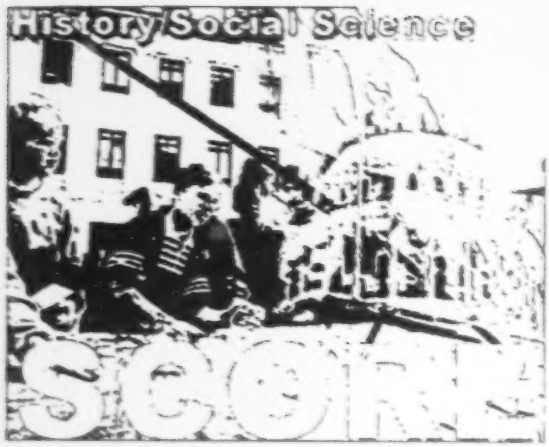

Schools of California Online Resources for Education (SCORE): Connecting California's Classrooms to the World

Terrorist or Freedom Fighter: Whom Can We Trust?

10th Grade Lesson by William Davis

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Teacher Notes

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Terrorist or Freedom Fighter:

Whom Can We Trust?

Introduction

In the past 50 years a tremendous number of political organizations have attempted to seek redress from repressive governments. Many have used methods considered to be terrorism. The United Nations is interested in establishing a set of guidelines dealing with the prevention of terrorism. In order to do this we must decide what terrorism really is. Here are some questions to consider: What were the political organization's goals? What were the political organization's methods? What resulted from their fight? How were others affected by their actions? What is the nature of the society which they are rebelling against? What groups are acceptable targets of violence by the political organization (if any)? These are not easy questions, but the United Nations is dedicated to helping the world deal with terrorism without trampling on the rights of all political organizations. Please review your task immediately and inform us of your results in a timely manner.

Sincerely,

UN Committee on the Prevention of Terrorism

Task

You will be assigned a political organization to represent. Your job is to define terrorism and create a plan to deal with terrorism. Review the questions in the letter from the UN.

- What were the political organization's goals?
- What were the political organization's methods?
- What resulted from their fight?
- How were others affected by their actions?
- What is the nature of the society which they are rebelling against?
- What is an acceptable target of violence by the political organization (if any)?

As a group you should begin researching your political organization. You may know nothing about them! Use all available resources - check a nearby library, look at CD ROMS, and use the internet. Prepare for a roundtable discussion where you will have to convince the UN panel that your political organization is fighting for freedom in an acceptable manner and should not be considered a terrorist organization.

Process

1.Begin by reviewing the letter from the Committee. What questions did they suggest you answer? Can you think of others that might be important?

2.Once you have been assigned a political organization, create a chart for your organization. On one side, label it "Know" and the other side should be labeled "Need to Know".

3.Begin researching your political organization and fill in your chart as you work. Be sure to focus on the key questions. Keep a record of any important information you find.

4.Your teacher will tell you how much time you have for research, but as you near the end of the time consider your presentation. The roundtable discussion will ask you to place your political organization on the "Terrorist Spectrum". You will have to decide if your political organization is more like a terrorist or a freedom fighter.

5.The next step is to create a personal definition of freedom fighter and terrorism using examples from the roundtable discussion.

General Resources

http://www.terrorism.net

http://www.closeup.org/terror.htm

Amnesty Interactive CD from Amnesty International

Specific Resource

The following political organizations have applied for inclusion on the list of freedom fighting political organizations (they do not want to be labeled terrorists):

Civil Rights Movement (Martin Luther King)
http://www.msstate.edu/Archives/History/USA/Afro-Amer/mlk.html
http://www2.lucidcafe.com/lucidcafe/library/96jan/king.html

Indian National Congress (Mahatma Gandhi)

http://www.cs.buffalo.edu/~kripa/gAndhIji/
http://jan.ucc.nau.edu/~vdk/india/gandhi.html
http://www.engagedpage.com/gandhi.html

Tupac Amaru
http://www.nadir.org/nadir/initiativ/mrta/
http://burn.ucsd.edu/~ats/mrta.htm

White Rose
http://members.aol.com/WeiBeRose/index.html

Industrial Workers of the World or Wobblies
http://www.iww.org.au/

Bolsheviks (Lenin)
http://csf.COLORADO.EDU/psn/marx/Other/Lenin/

African National Congress (Nelson Mandela)
http://sociology.adm.binghamton.edu/fbc/iwsoafri.htm
http://www.anc.org.za/people/mandela.html

Irish Republican Army (Michael Collins)
http://www2.cruzio.com/~sbarrett/mcollins.htm
http://michaelcollins.com/cmp/production2.html

Learning Advice

1. These are complicated questions. Most countries have no easy definition for terrorism, because it does not exist. The line between the two ideas is very fine and it is even easier to cross.

2.Look at as many resources as possible. Don't rely on one resource to make your decision.

3.Remember to work as a group. The value of your report will be determined by your ability to work as a unit.

Evaluation

To evaluate this activity, at the end of the activity, collect a portfolio of the work. The chart, notes, definition, plan, reflection, etc. can be organized into a folder and turned in to

your teacher.

Conclusion

1.The UN Declaration of Human Rights should be reviewed. Take notes of any aspects of the Declaration which you can work into your plan.

2.The final step will be to develop your personal plan for dealing with terrorism. It should be two pages, typed and it should list a minimum of three specific ways that governments can prevent terrorism without violating basic human rights as defined by the UN.

3.(optional) Read one other person's proposal to the UN. Evaluate it based on the goals of the assignment. Imagine you are the UN, what would be your response to the recommendation?

Reflection

1. What did you learn from this activity that surprised you the most?

2. How important was the Internet to this activity? How much help was your textbook in researching these issues? Would you have found the necessary information without the World Wide Web?

3. How would you evaluate your contribution to the group research and paper? How well did your group work together?

4. The next time you do an activity such as this, what will you do differently?

Teacher Notes

Grade/unit:

World History Grade 10

Unresolved Problems of the Modern World

Lesson Purpose:

1. Students will research a historical or current political organization that has attempted to create a tremendous change and attempt to label these groups either terrorists or freedom fighters based on their goals and actions.
2. Students will develop a definition of terrorism and a policy for dealing with terrorists without violating human rights as established in UN Declaration of 1948.

H/SS Standard:

10.10 Students analyze instances of nation-building in the contemporary world in two of the following regions or countries: the Middle East, Africa, Mexico and other parts of Latin America, or China, in terms of:

1. challenges in the region, including its geopolitical, cultural, military, and economic significance and the international relationships in which it is involved

11.Students analyze United States foreign policy since World War II, in terms of:

4. the effects of foreign policy on domestic policies and vice versa

Lesson Length: 7-10 class periods

Step 1 - Review the letter with students, explain the process. As you review the letter, you may want to discuss recent terrorist attacks with which students may be familiar.

Step 2 - Divide the class into groups. There are eight political organizations suggested here (you may use others). Provide class time for them to search their textbook and any other classroom resources about the political organization, the country or the time period.

Step 3 - Have them create a chart for their organization. On one side label it "Know" and the other side should be labeled "Need to Know". This will serve as a "log" or journal to document their research. A third column could be added to provide the source where information was found.

Step 4 - After a few days of research, explain the concept of a spectrum. For examples you can use a spectrum of light, a political spectrum etc. For a simple explanation, I always draw a line on the board and ask them if they love or hate some thing. Then I put hate on one end of the line and love on the other end. Then students come up and stand in front of the point in the spectrum that represents their opinion on the subject.

Step 5 - Then show them a new spectrum. On one side put the word "terrorist" and on the other put the phrase "freedom fighter". Create a fictional group or take a group not on the list and describe their activities. Ask students where that group might fit on the spectrum.

Step 6 - Allow them another day or two to research.

Step 7 - Hold a class discussion during which each group provides details of the actions, beliefs, etc. of

their organization. You may even have students write an essay in which they answer the questions asked earlier. Have one student from each group come to the front and stand on the spectrum. Classmates may suggest that the student representing an organization move to the left or the right, or they may defend their organizations placement on the spectrum. Ask them to defend their position (Why is this group a terrorist organization and you're not?).

Step 8 - At this point, each student should be asked to prepare a personal definition of terrorism. You can make this as simple as creating their own dictionary entry or as complex as an essay.

Step 9 - Now that the problem has been defined, take a break from terrorism and spend a day reviewing the United Nations Declaration of Human Rights (1948). This is available on the internet at: http://magna.com.au/~prfbrown/un_udhr.html

Step 10 - Return to the discussion of terrorism for one more day. Ask students to imagine they are the leader of a country that has sworn to uphold the UN declaration. Put them back into the same groups to brainstorm ideas to combat terrorism.

Step 11 - Finally ask them to write the laws. How would they stop terrorism. They should create a eight to ten step plan that would not violate rights, but would stop terrorism.

Step 12 - As an optional follow-up activity, students could review the proposals of other students and write responses. Or they could email their solutions to the president or other leaders.

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